**Student Engagement Rubric**

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| **TYPE OF ENGAGEMENT** | **1**  **LOW**  **DEFIANT** | **2**  **WITHDRAWN** | **3**  **Mid**  **COMPLIANT** | **4**  **TACTICAL** | **5**  **HIGH**  **INTRINSIC** |
| **Cognitive:**  **Psychological Investment** | Student defies formal education and commitment to learning. He or she may be committed to learning outside the school, but does not make the same commitment to school topics. | Student not willing to exert any psychological effort to more fully understand topics. Strives to stay under the radar. | Student’s effort is minimal, motivation is to not be reprimanded for non-compliance. Expends minimal to do se. No motivation to learn.  No group dynamics unless required. | Student exhibits bouts of excitement about topics he or she is learning, but will only pursue for extrinsic reasons. Values learning as a stepping stone to achieving extrinsic agenda.  In a group she/he will competitively contribute to discussion in order to impress or achieve other purposes. Volunteers original, elaborated explanations when she/he deems strategic. | Student is committed to the idea of learning, because it is all intrinsically interesting to him or her. Highly motivated to understand and satisfy curiosity. He/she also simply strives for knowledge and values the concept of learning.  In a group she/he will listen carefully and intensely contribute to discussion in order to continue learning. Provides elaborated explanations. |
| **Cognitive:**  **Preference for challenge & deeper connection** | Often enjoys challenges outside or away from school, but defies doing so in school or for school related purposes. | Less bored and more effort than 1, but intent seems aimed at staying under the radar.  Adverse to hard work. | Does not care if deep learning is achieved, but will if forced to in order to avoid confrontation: Will work hard only if necessary to avoid confrontation. | Is up for the challenge and can be extremely flexible, in solving problems as long as it will advance her/his extrinsic goals.  Works hard. | Thoroughly enjoys the challenge and perseveres through difficulties.  Exhibits flexibility in problem solving.  Prefers tasks that are challenging, difficult, and require hard work. |
| **Cognitive:**  **Strategic Self-regulation: plan, evaluate, regulate** | May self-regulate away from school.  Vocally or visibly refuses to self-regulate in school. | Allows distracters to influence learning negatively. | Self-regulates own learning through pre-planning, time management, and metacognition. | Self-regulates own learning through pre-planning, time management, and metacognition. | Self-regulates own learning through pre-planning, time management, and metacognition. |
| **Social Emotional:**  **Interaction: Strength of ties to school** | Isolated from the group.  Negative ties to school, and possibly peers and teachers.  Negative attitude toward school. | No connection.  Negative attitude toward school. | Moderate connection to school. Desire to connect is there.  Low level interactions.  Group dynamics somewhat unhealthy. | Fairly strong identification with school and the opportunities it represents. | Strongly identifies with school and the deep learning it represents. |
| **Social Emotional:**  **Affective reactions to school & teacher** | Strong emotional responses against school and perhaps peers and teachers. | Unknown affective reaction. No indicators are shown. Underlying anxiety or boredom? | Little reaction is expressed. Anxiety or neutral due to lack of connection. Desire may be there. | Positive reaction to school, peers, and teachers. | Genuine healthy, positive reaction to school, peers, and teachers. |
| **Behavioral:**  **Following rules** | Breaks rules | Flies under the radar – some breaking rules as long as not obvious. | Follows rules only to the extent that it is required to get by. | Fully compliant with rules for extrinsic reasons. | Complies with the rules because she/he agrees with them. |
| **Behavioral:**  **Class participation** | Vocal non-participation or may actively participate in inappropriate ways. | Quiet non-participation. Might pretend to sleep in class. | Participates when called upon as minimally as possible. Never volunteers. | Participates in all activities, but only does enough to get the A or B. | Fully participates in in-class activities to deep understanding and/or satisfy curiosity. |

To establish a student’s level of engagement, decide how the student functions in each of the seven types of engagement and average them.

Taken from “Engagement of Students in Learning” by the Metiri Group.

Based on the work of Phil Schlecty.